

<p>Institution: Newcastle University</p>
<p>Unit of Assessment: UoA 31: Classics</p>
<p>a. Context</p> <p>Classics is a multidisciplinary subject. It includes Greek and Latin language and literature, Greek and Roman history, Greek and Roman art and architecture and other forms of material culture, Greek and Roman philosophy, Greek and Roman religion, Greek and Roman medicine, Greek and Roman music, and the influence of all these things upon any later periods and cultures affected by them down to the present day. The academic staff of Newcastle’s Classics section cover a very wide range of these Classical areas. Within ancient history there are specialisms in Sparta, Persia, Alexander the Great, the Roman Republic, the Roman Empire, including the emperors Hadrian, Constantine and Julian, the history of the Jews and early Christian history. Within literature there are specialisms in tragedy, historiography, rhetoric, Latin language, Roman poetry, and Imperial Greek literature. Within religion there are specialisms in Roman, Jewish and Christian religion. Within philosophy there are specialisms in Plato, Aristotle and Cynicism. There are separate specialisms in Greek art, architecture and archaeology, Greek and Roman epigraphy and papyrology, Greek and Roman medicine, Greek and Roman music, medieval and modern reception of Greek literature (especially tragedy), and the origins, history and modern receptions of ancient ethnography.</p> <p>Many of the great issues explored in Classical literature and philosophy – such as the opposing demands of public and private, the role of the individual within the state, the conflict between freedom and necessity – remain highly relevant to general public discourse. But the Unit’s main types of impact are on education and cultural life.</p> <p>The non-academic user groups, beneficiaries and audiences of the Unit’s research cover the widest possible range: school pupils at all stages from primary to A-Level, school teachers, adult learners, and the general public, from very young children to pensioners, especially in the local area, but also nationally and internationally.</p> <p>The position of Newcastle Classics within the School of History, Classics and Archaeology enables the creation of impact in collaboration with colleagues in Archaeology (especially in the contexts of the University’s Great North Museum (GNM) and of Annual School Days [see b.]). Our location in Newcastle city centre also facilitates our close involvement with the GNM, where the research expertise of Newcastle’s classicists has profoundly influenced the presentation of the galleries to the public. Key examples include the Museum’s displays of Greek art, archaeology and religion, Roman antiquities from Hadrian’s Wall (including military equipment and epigraphy), and the ancient world more generally (e.g. displays of material from Etruscan Italy and ancient and classical Egypt).</p>
<p>b. Approach to impact</p> <p>Within the broad areas of education and cultural life, the Unit strives to impact upon as many different non-academic users, beneficiaries and audiences as possible and through as many different mechanisms as possible. The Unit’s wide range of research specialisms (see a.) enables it to access a very wide range of users.</p> <p>Educational impact focuses particularly on schools. Co-ordinated by the Unit’s Schools Liaison, Alumni and Engagement Officer, impact on local schools (extending as far as Carlisle, Lancaster, York and Edinburgh) takes various forms. For A Level and GCSE pupils, we have an annual Newcastle Schools Classics Day, which is subvented by the School of History, Classics and Archaeology and supported by the Faculty of Humanities and Social Sciences (HaSS) Marketing and Recruitment Team. We regularly give talks to schools, both locally (Newcastle, Durham, Barnard Castle, Carlisle, Edinburgh) and at the annual Sovereign Education Classical Civilisation A-Level Refresher Day, London. We participate in annual school competitions, readings, and quizzes in Newcastle. The Great North Museum (GNM) is one of the University’s principal</p>

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channels for creating research impact. The GNM is managed by Tyne & Wear Archives & Museums on behalf of Newcastle University, which invests over £1m each year to ensure the collections and galleries remain free to access not only for students and researchers from anywhere in the world, but also for schools and the general public. The GNM contains our collection of Greek, Roman, Etruscan and Egyptian materials, attractively juxtaposed – for younger users – with dinosaurs, elephants and sharks. The Museum is very popular with schools, and visits to the Museum are a regular slot in the Schools Classics Day. Since opening in May 2009, supported by an investment of £26m from funders including the Heritage Lottery Fund (HLF), the GNM has attracted more than 2.1 million visits. More than 95,000 school-age children have visited the museum on organised educational visits with their schools, and the GNM consistently records the third highest number of participants in free educational events at any university museum in the UK (2009/10: 31,210; 2010/11: 42,403). Many schools which teach Classics use *The Oxford Classical Dictionary* (OCD, 3rd edition 1996, 4th edition, 2012), co-edited by Spawforth, with contributions from Smith and Moles. Following a long tradition of innovative language teaching, Newcastle Classics is also associated with the nationally and internationally successful Vindolanda-based ‘Minimus the Mouse’ Latin project for young children (<http://www.minimus-etc.co.uk/index.shtml>), of which Jeremy Paterson (Senior Lecturer until his retirement in 2009, now an active Visiting Fellow) has been President since 2008.

Impact on cultural life takes various forms, and occurs in local, national and international contexts. The Great North Museum attracts more visitors annually than Durham Cathedral. *The Oxford Classical Dictionary* generates local, national and international impacts, which are on-going and progressive, which are felt from school level upwards, and which will exceed even their present volume when the next edition assumes digital form. Unit members have also contributed substantially to other major dictionaries, for example, Capponi to the *Encyclopedia of Ancient History* (Blackwells (2013): www.encyclopediaancienthistory.com). The Unit also has a long-standing reputation for mediating research expertise through expert translation into English of central works of Greek and Latin literature. Within the period of assessment van der Eijk’s *Nemesius: On the Nature of Man* (Liverpool University Press – texts for historians, 2008) opens the anthropology and theology of a 4th century Christian bishop to historians, theologians and all interested in early Christian thought. Similarly, van der Eijk’s on-going Wellcome-funded international team project ‘Towards a Galen in English’ opens the writings of antiquity’s greatest and most influential doctor to the widest possible English-language readership, academic, medical and non-academic. More traditional popular outreach is achieved by popularising books based on deep scholarship, notably Spawforth’s international best-seller *Versailles* (St Martin’s Press, 2008) and Capponi’s *Roman Egypt* (Classical World Series; Bristol Classical Press, 2010). Other print media contribute to the same end. Unit members write articles and reviews for UK ‘trade’ journals with non-academic readerships such as *The Journal of Classics Teaching* (JACT); for *ad Familiares* (edited by media pundit Peter Jones, ex-Newcastle Classics), journal of *Friends of Classics*, the national pressure group (co-founded by Jones); for periodicals such as *The Times Literary Supplement*, for weeklies such as *The Spectator*, and for newspapers such as *The Times*. Unit members are also active in public lecture contexts. Newcastle University’s generously funded ‘Insights’ Public Lectures series, organised for over two decades by Paterson until 2009, attracts audiences of up to 400: it regularly features Classicists both as performers (within the assessment period Paterson, van der Eijk, Birley, Wisse and Spawforth) and chairs (Smith and Moles). Unit members contribute regularly to regional and national lecture series which attract school teachers, non-academics and members of the public, e.g. the Classical Association. In broadcasting, Spawforth has regularly appeared within the assessment period on Radio 3, BBC2, and the Canadian History Channel.

Concrete recognition of Unit’s members’ research expertise has taken the form of consultancies, whether for exhibitions (for example, Capponi and the Hadrian Exhibition, Rome 2013), or for prizes (for example, Spawforth as judge [2012-13] for the annual £9,000 Runciman Award for the best book on Greek culture in its widest sense, organised by the Anglo-Hellenic league and sponsored by the National Bank of Greece, and attracting non-academic competitors). As a Classics unit, we are also very conscious of the fact that our own student graduates, the products of our research-led teaching, directly impact employers and public, a factor which we recognise

through the annual Classics Careers Event, which is sponsored and financed by the award-winning University Careers service.

c. Strategy and plans

The Unit is committed to increasing the impact of its research in the areas of education beyond HE and on cultural life. Our strategy is to develop impact through a series of concrete actions.

Firstly, we will ensure that the potential for creating research impact is always considered during research planning. All researchers will routinely plan activities leading to impact in new projects: they receive formal advice on this during their annual reviews, and support through the Unit's weekly meetings, where Impact has been added as a standing item. This will be facilitated by the recent appointment of a Classics 'Impact Officer' (Moles). The School's Research Committee will continue to advise all staff about effective plans for impact when peer-reviewing research bids. The School will also continue to support members of staff who act as advisors to relevant organisations and government bodies. As a result we expect to foster a wide range of relationships which will help us maximise the impact of our work in the future. We will explore the potential benefits of working collaboratively in the framework of the university's 'societal challenge themes', in particular 'Social Renewal', which aims to facilitate and sponsor activities that engage with and influence diverse audiences outside HE.

We will make systematic use of the various forms of support for impact available at School, Faculty and University levels. For example, we will work with the HaSS Faculty Marketing and Recruitment Team and the University's Teachers' Toolkit facility (<http://toolkit.ncl.ac.uk/>) to promote Classics Days to teachers locally and nationally. Capitalising on promising recent growth of Ancient History at GCSE and A Level (and University admissions), and supported by the national pressure group 'Classics for All', the Unit will collaborate from 2013 with Liverpool, Birkbeck and Bristol to provide summer courses in ancient history for existing and prospective school teachers in Classics and History (<http://www.liv.ac.uk/sace/ahteachers/index.htm>). Similarly, the Durham Latin and Greek Summer School will become a Durham and Newcastle collaborative school, with the purpose of creating a virtuous chain of impact: from the research expertise of Newcastle Classicists, to teachers, local and national, to their pupils and beyond.

Finally, the GNM and other museums will continue to be major partners for delivering impact from our research on ancient material culture. For example, we have drawn up an action plan with the GNM to create new permanent, temporary and digital exhibitions based on our research. These will draw on existing collections and projects (e.g. Waite's Shefton Archive project (2012-14), funded by the Pilgrim Trust) and new research (e.g. Creese's planned research leading to new displays on ancient musical instruments).

d. Relationship to case studies

Both case studies illustrate aspects of our research's impact on education and cultural life at regional, national and international levels. In line with our strategy, both create impacts on a wide range of users. The GNM case study draws on our long-term commitment to classical art (in particular Greek art in the Shefton Collection). The University's major investment in the Museum typifies its commitment to public-facing projects that generate impact from research. The case study demonstrates how research on ancient material culture can be translated into transformative educational opportunities for a wide range of target audiences. The Dictionary case study illustrates research expertise across the range of Classical studies; it demonstrates leadership in communicating the work of many scholars to inform the public's knowledge and understanding of the ancient world. In combination, the two case studies illustrate the wide spectrum of impacts achieved by Newcastle's classicists during the assessment period.